GradeMax

Mark Scheme

June 2016

Pearson Edexcel International GCE PSYCHOLOGY (WPS01)

PAPER 1: SOCIAL AND COGNITIVE PSYCHOLOGY

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	**AO2 (1 mark)** **One** mark for a suitable **open question** For example: • What do you like about the psychology textbook? (1) **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO2 (1 mark)** **One** mark for a suitable **closed question** For example: • Is the textbook useful for your studies? Yes/No (1) **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(c)	**AO2 (1 mark) AO3 (1 mark)** **One** mark for accurate strength in relation to stimulus (AO2) **One** mark for justification of strength (AO3) For example; • Questionnaires about the textbook can include fully standardised questions (1) this means the practical could be replicated easily to increase test-retest reliability (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Up to **two** marks for description of sampling technique (AO2) For example; • In our practical we used an opportunity sampling technique where we asked passers-by outside college to complete a questionnaire (2). **Answers must be relevant the social practical.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO3 (3 marks)** Up to **three** marks for explaining an appropriate improvement (AO3). For example; • To improve my practical, I would conduct a pilot study as this would have helped me refine the questions used, this would be to increase the validity of the data collected in my questionnaire (3). **Answers must be relevant the social practical procedure.** **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
3	**AO1 (2 marks) AO3 (2 marks)** Up to **two** marks for accurate explanation (AO1) Up to **two** marks for exemplification/justification (AO3) For example; • Agency theory suggests people act in an agentic state (1) evidence from Milgram's study showed the majority of participants gave up their free will and obeyed the authority figure (1). The consequences of actions are also passed to the authority figure (1) however, there are situational factors such as location, which reduce obedience to authority (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
4	**AO1 (3 marks)** Up to **three** marks for accurate description of procedure. For example; **Yi Huang et al. (2014)** There are two parts to this research; Experimental Part 1 and Participant and Experimental Part 2. • 280 digital colour photographs of faces of young Chinese women with neutral expressions were obtained (1). Each photograph was displayed for 2 seconds on a computer screen (1). An 8 point Likert scale was used for participants to rate the attractiveness of the photograph (1). **Haun et al. (2014)** There are two studies within this research. Study 1: Peer influence across species, and Study 2: Dynamics of peer influence amongst children. • The experiment consisted of a box with three sections each a different colour that dispensed a reward when a ball was dropped into them (1). Human and non-human participants dropped balls into sections until they had used the same section on 8 out of 10 consecutive tests (1). All participants observed three demonstrators complete the task twice each putting balls in a pre-determined/favoured box (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
5	**AO2 (2 marks)** **One** mark for each correctly calculated mean score to two decimal places. **Country A** • 5.17 **Country B** • 2.33 **Reject other answers.**	**(2)**

Question Number	Indicative content	Mark
6	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Minority influence comes from informational social influence. • Minority influence results in individuals internalising new ideas. • Minorities must be consistent in their behaviour to influence a majority group. • Minority groups should be flexible and not rigid in their beliefs. **AO3** • Informational social influence causes changes in ideas and beliefs which create a long term conversion in thinking and understanding which lasts. • Smith et al (1996) found that if a majority discussed and thought about the issues the minority out forward then minority influence would be more likely/stronger so internalisation of new ideas effects a stronger social influence than just conforming to a social norm. • Nemeth (1986) found that inflexibility of minority will reduce likelihood of social influence and make it less likely that the majority will change their ideas, so minority influence is not successful. • Moscovici (1969) found that consistency of behaviour from a minority group or individual is not always maintained so minority influence may not be a successful process of social influence. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment / conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Answer	Mark
7(a)	**AO2 (1 mark)** **One** mark for correctly identifying the **independent variable**. For example: • The recall environment (of classroom and hospital) (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark)** **One** mark for correctly identifying the **dependent variable**. For example: • The number of words recalled (from a list of 20) (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
7(c)	**AO2 (1 mark) AO3 (1 mark)** **One** mark for accurate weakness (AO2) **One** mark for justification of that weakness (AO3) For example; • In a repeated measures design, the nurses take part in both experimental conditions (1) this can lead to demand characteristics that reduce reliability of results (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(d)	**AO2 (1 mark)** **One** mark for correct determination of significance • The result is **significant** (calculated value of 7 is less than critical value of 11) **Reject other answers.**	**(1)**

Question Number	Answer	Mark
7(e)	**AO1 (1 mark) AO2 (1 mark)** **One** mark for accurate understanding of $P \leq 0.05$ (AO1) **One** mark for explanation in relation to stimulus (AO2) For example; • The probability that the results are due to chance is less than or equal to 5% (1). There is a less than 5% likelihood that the number of words recalled was due to chance rather than the environment (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(f)	**AO2 (2 marks)** **One** mark for each correctly calculated percentage. **Participant A** • 85% **Participant B** • 30% **Reject other answers.**	**(2)**

Question Number	Answer	Mark
8(a)	**AO1 (1 mark)** **One** mark for accurate identification of one feature of working memory model. For example; • Central executive (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
8(b)	**AO1 (2 marks) AO2 (2 marks)** Up to **two** marks for accurate knowledge of working memory model (AO1) Up to **two** marks for explanation in relation to stimulus (AO2) For example; • The phonological loop is a temporary storage of verbal information; this means information from the teacher would be lost as writing prevents rehearsal as you cannot use the articulatory rehearsal system for multiple verbal tasks, so some information from the teacher would not be transferred to long-term memory (4). • The phonological loop processes verbal information, so writing and listening overloads the phonological loop (2). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
8c	**AO1 (2 marks) AO3 (2 marks)** **One** mark for accurate understanding of each strength/ weakness (AO1) **One** mark for justification/exemplification of each strength /weakness (AO3) For example; Strength • There is supporting evidence from PET scans that show different areas of the brain as active during memory tasks (1) this increases the credibility of the model due to the scientific rigour of scanning techniques (1) Weakness • Working memory model only explains STM making it an incomplete explanation of memory (1) whereas the multi-store model is a more complete explanation of memory processes as it includes the LTM (1) **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Bartlett used the same story for all participants. • Familiarisation occurred when the participants' own cultural expectations developed in retelling. • Sample only consisted of British participants. • Bartlett used serial reproduction to test the accuracy of recall over the duration of the study. **AO3** • There is high replicability of his study because the story is standardised, which could allow for re-testing the data. • From his conclusions, Bartlett developed the theory of reconstructive memory which helps explain how memories are categorised and interpreted so can be different when recalled. • Generalisability of the findings to a wider population is limited because of the narrow cultural representativeness of the sample. • Reliability of the findings could be considered low because there were no controls in place during the time gaps between serial reproduction testing of participant recall. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation / conclusion in their answer		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • STM is acoustic during encoding, and LTM is mainly semantic though includes visual and acoustic elements. • If the material is rehearsed in STM, it can go into (LTM) otherwise it is lost. • STM and LTM are seen as separate stores in memory. • LTM has unlimited capacity and duration. **AO2** • Mrs Hughes could attach meaning to new memories to help semantically process them into her LTM. • Mrs Hughes could use a process of rehearsal of the date to help the information reach LTM. • Mrs Hughes' STM is intact as she can remember things for a short period of up to a minute. • Mrs Hughes can remember things from the past so her LTM capacity/duration is intact as she can remember her wedding **AO3** • There are practical applications of MSM which suggest it can be effective in providing strategies to enhance memory, such as chunking items. • Multi-store model is only one model and Bartlett's (1932) reconstructive memory/Baddeley and Hitch's (1974) working memory models may be more effective for helping people with memory loss. • Evidence from case studies of brain damaged patients/HM's memory loss support the model being two distinct stores of information with differences in STM and LTM memories. • Evidence from Schmolck et al (2002) would suggest that processes such as rehearsal may not be effective if memory loss is a result of brain damage. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation / conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)